高 2026 级 高三（上）英语定时训练 4

总分：80 分　出题人：覃璐　审题人：童佳节

一、阅读理解（2.5x20=50）

A

Grading Policies for Introduction to Literature

Grading Scale

90-100, A; 80-89, B; 70-79, C; 60-69, D; Below 60, E.

Essays (60%)

Your four major essays will combine to form the main part of the grade for this course: Essay 1 = 10%; Essay 2 = 15%; Essay 3 = 15%; Essay 4 = 20%.

Group Assignments (30%)

Students will work in groups to complete four assignments during the course. All the assignments will be submitted by the assigned date through Blackboard, our online learning and course management system.

Daily Work/In-Class Writings and Tests/Group Work/Homework (10%)

Class activities will vary from day to day, but students must be ready to complete short in-class writings or tests drawn directly from assigned readings or notes from the previous class' lecture/discussion, so it is important to take careful notes during class. Additionally, from time to time I will assign group work to be completed in class or short assignments to be completed at home, both of which will be graded.

Late Work

An essay not submitted in class on the due date will lose a letter grade for each class period it is late. If it is not turned in by the 4th day after the due date, it will earn a zero. Daily assignments not completed during class will get a zero. Short writings missed as a result of an excused absence will be accepted.

1. Where is this text probably taken from?

A. A textbook.　B. An exam paper.　C. A course plan.　D. An academic article.

2. How many parts is a student's final grade made up of?

A. Two.　B. Three.　C. Four.　D. Five.

3. What will happen if you submit an essay one week after the due date?

A. You will receive a zero.　B. You will lose a letter grade.

C. You will be given a test.　D. You will have to rewrite it.

B

The day I met Hani Irmawati, she stood alone in the parking lot of the International school, a shy seventeen-year-old in worn clothing. Despite the school's policy against Indonesian students, she approached me, begging to improve her English. When I inquired about her motivation, expecting a local job search, she quietly expressed her dream of attending an American university.

Moved by her determination, I volunteered to help her after school. Each day, Hani woke at dawn, studying on the bus to her public high school, then joining me in the afternoon, exhausted but eager to learn. Despite her struggles with college-level English, her perseverance amazed me.

Hani's family lived modestly, her parents working as a custodian and a maid. Their income couldn't support her American university aspirations, dampening my initial optimism.

In December 1998, a scholarship opportunity arose, but upon reviewing the requirements, I despaired. Hani lacked the extracurricular experience and standardized test scores typical of applicants. Despite my discouragement, she remained resolute, asking me to submit her application. Unable to refuse, I completed the application, highlighting her courage and perseverance. I warned her of slim acceptance odds, but she remained steadfast.

In the following weeks, Hani intensified her English studies, and I arranged for her to take the Test of English Fluency. The computerized test posed a significant challenge for her. Just before departing for the test, she received a letter from the scholarship association. I began reading the letter with her, only to discover she'd been accepted.

I celebrated while Hani stood quietly, perhaps bewildered by my amazement. In that moment, I realized what Hani had known all along: success requires not just intelligence, but also the drive to persevere and the courage to believe in oneself.

4. What motivated Hani to improve her English?

A. Pressure from family members.　B. Curiosity about foreign languages.

C. Job prospects in the local community.　D. Ambition of entering an American university.

5. What can we infer about the difficulties that Hani had?

A. Hani's parents were unsupportive of her dream.

B. Hani was uninterested in extracurricular activities.
C. Hani's application form was not submitted on time.
D. Hani was not academically qualified for the scholarship.

6. How did the author likely feel upon discovering Hani's acceptance to the scholarship?
A. Surprised and proud. B. Relieved but envious.
C. Touched and honored. D. Shocked but concerned.

7. Which of the following is the best title for the text?
A. From Shyness to Success B. A Scholar's Journey
C. The Power of Perseverance D. Hani's Unrealistic Dream

C

It's very common for students' grades to experience a decline upon entering high school. Different teenagers deal with the newfound pressures differently, and while some tend to rise to the challenge, others can become overwhelmed by stress. An interesting study conducted at The University of Texas has found that students' views on learning and intelligence mindsets can make all the difference when it comes to fighting academic stress.

The research team set out to learn why some students overcame the stressful transition into high school and some struggled to maintain their academic skills and standards. Their findings pointed to a direct relationship between a student's learning mindset and their stress resilience, especially when grades begin to decline. More specifically, students' learning mindsets were defined as whether they considered intelligence a fixed characteristic that everyone is born with, or a constantly growing one that can be improved over time.

In all, 499 ninth-graders from two public high schools in Texas were surveyed during their first term. Researchers assessed each student's perceptions of intelligence, and asked each participant to fill out daily surveys on their academic stress levels. The results showed that 68% of students saw a decline in their grades during the first 12 weeks of high school. Those worsening grades, however, didn't cause a higher stress response for everyone.

It turned out that worsening grades only caused greater stress responses in students who showed signs of a fixed intelligence mindset, while students with a growth mindset were able to bounce back much more quickly. Researchers theorize this is because these students are more active in solving academic issues, for example, by clarifying lessons with teachers after class if they don't understand a particular topic.

"Declining grades may get 'under the skin' for high school students," explains lead author Hae Yeon Lee. "But believing that intelligence can be developed or having what is called a growth mindset can reduce the effects of academic stress."

8. What does the underlined word "resilience" in Paragraph 2 probably mean?
A. The feeling of being stressed. B. The state of being very intelligent.
C. The process of learning new things. D. The ability to recover from difficulties.

9. How did the researcher conduct the study?
A. By observational study in classroom settings.
B. By experimental study with controlled variables.
C. By survey-based study with daily assessments.
D. By case study focusing on individual students.

10. What can be inferred about students with a fixed intelligence mindset?
A. They are more likely to seek help from teachers.
B. They are less likely to experience academic stress.
C. They tend to give up easily when facing challenges.
D. They are more likely to improve their grades quickly.

11. What is the best title of the text?
A. The Common Phenomenon of Grades Decline in High School
B. Ways to Improve High School Students' Academic Performance
C. Fixed Intelligence: The Root of Worsening Grades for Students
D. Growth Mindset: A Key to Handling Academic Stress in High School

D

When we're angry, we often look for ways to blow off steam—a vent (发泄) session with a friend, a long run, or even a few rounds of boxing are common options. But, according to new research, this actually isn't the best way to cope with anger. These activities can have the opposite effect.

A study published in Clinical Psychology Review shows that mindfulness activities, such as yoga, meditation, and deep breathing, are much more effective in reducing anger. Sophie Kjærvik, an expert

at Virginia Commonwealth University, led the study at Ohio State University. She was inspired by the rise in popularity of rage rooms, which promote smashing things as a way to cope with anger. "I wanted to disprove the theory of expressing anger as a way of coping with it," she said.

Kjærvik and her team analyzed over 150 studies involving 10,189 participants of different backgrounds. The analysis was guided by the Schachter-Singer two-factor theory, which states that emotions are guided by physiological arousal (激活) and cognitive assessment.

Kjærvik wanted to see how arousal levels affect people's abilities to cope with anger. The team analyzed activities that increased arousal, such as hitting a bag, jogging, cycling, and swimming, versus arousal-decreasing activities.

They discovered that mindfulness activities like deep breathing, relaxation, meditation, slow-flow yoga, progressive muscle relaxation, and taking a timeout all decreased anger levels.

"I think it's really important to break the myth that if you're angry you should blow off steam—get it off your chest," says Brad Bushman, a professor at Ohio State University. "Venting anger might sound like a good idea, but there's not a shred of scientific evidence to support catharsis (宣泄) theory. To reduce anger, it is better to engage in activities that decrease arousal levels."

While these findings might contradict popular instincts, the best approach is to use the same strategies we adopt to combat stress. "Progressive muscle relaxation and general relaxation might be as effective as mindfulness and meditation," Kjærvik says. "The same strategies that work for stress also work for anger."

12. What was the main purpose of Sophie Kjærvik's study?
    A. To promote the Schachter-Singer two-factor theory.
    B. To compare different physical activities in reducing anger.
    C. To challenge the idea that expressing anger can manage anger.
    D. To confirm the function of rage rooms in coping with anger.
13. Which is correct according to the discovery of the study?
    A. Rage rooms work in releasing anger.
    B. Reducing arousal helps to alleviate anger.
    C. Arousal plays the role as an anger extinguisher.
    D. Deep breathing and meditation can boost arousal.
14. What is Brad Bushman's attitude towards catharsis theory?
    A. Supportive. B. Neutral. C. Indifferent. D. Skeptical.
15. What might be the best title for the passage?
    A. Venting Anger: the Broken Myth for Anger Management
    B. Mindfulness Activities: an Alternative to Reducing Anger
    C. Arousal Increase: Mindfulness Activities Outperforming Venting
    D. Managing Emotions: Physical Activities as an Effective Approach

E

Personal Forgiveness

Taking responsibility for mistakes is a positive step, but don't beat yourself up about them. To err (犯错) is human. __16__ You can use the following writing exercise to help you do this.

In a journal or on a piece of paper, put the heading "Personal strengths." __17__ Are you caring? Creative? Generous? A good listener? Fun to be around? They don't have to be world-changing, just aspects of your personality that you're proud of.

At the top of a second page, put the heading "Acts of kindness." On this one, list all the positive things you've done for others. It might be the time when you helped a friend with their homework, when you did the ironing without being asked, or when you baked cookies after the family had had a tiring day. __18__

You could ask a friend or family member to help add to your list. __19__ That way, you could exchange thoughts on what makes each of you special and the aspects of your personality that shine through. In fact, don't wait until you've made a mistake to try this—it's a great way to boost self-confidence at any time.

It's something of a cliché (陈词滥调) that most people learn not from their successes but their mistakes. The thing is, it's true. __20__ We're all changing and learning all the time and mistakes are a positive way to develop and grow.

A. A little self-forgiveness also goes a long way.
B. Now list all the characteristics you like about yourself.
C. They might even like to have a go at doing the exercise.
D. It's just as important to show yourself some forgiveness.

E. It doesn't mean you have to ignore what's happened or forget it.
F. Whatever it is, no matter how small it might seem, write it down.
G. Whatever the mistake, remember it isn't a fixed aspect of your personality.

二、完形填空（1x15=15）

On the final day of my high school, I was hit in the face with a baseball bat. As my classmate ___21 at the ball with all his strength, the bat slipped out of his hands and came flying toward me before ___22 me directly between my eyes. I have no memory of the moment of ___23___.

When I opened my eyes, I saw people ___24___ at me and running over to help. Shocked and 25___, I was unaware of how severely I had been injured.

Shortly after arriving at the local hospital, my body began ___26___. I struggled with basic ___27 like swallowing and breathing. So the doctors decided the local hospital was ___28___ to handle the situation and ___29___ me a helicopter to fly me to a larger hospital.

The following months were hard. It felt like everything in my life was a ___30___. I had double vision for weeks and I ___31___ couldn't see straight. But I was determined not to let my injury get me down. Although the path of recovery was not ___32___, I managed to get my life in order. With constant efforts, I even became a college athlete and played professionally to ___33___ my potential.

The experience taught me a ___34___ lesson: what doesn't beat you makes you stronger. We all deal with ___35___ but in the long run, the quality of our lives often depends on the attitude towards setbacks in life.

21. A. aimed	B. swung	C. pointed	D. grabbed
22. A. striking	B. interrupting	C. wrapping	D. embracing
23. A. impression	B. image	C. invitation	D. impact
24. A. laughing	B. shouting	C. calling	D. staring
25. A. bored	B. annoyed	C. confused	D. disappointed
26. A. taking off	B. breaking out	C. opening up	D. shutting down
27. A. functions	B. roles	C. rights	D. skills
28. A. uninvited	B. uninterested	C. unmanned	D. unequipped
29. A. assisted	B. ordered	C. commanded	D. instructed
30. A. chance	B. hit	C. mess	D. balance
31. A. barely	B. literally	C. immediately	D. permanently
32. A. broad	B. traditional	C. smooth	D. remote
33. A. record	B. change	C. adopt	D. realize
34. A. creative	B. critical	C. bitter	D. cheerful
35. A. adversities	B. outcomes	C. opportunities	D. experiences

三、语法填空（1.5x10=15）

Chinese calligraphy, honored as ___36___ UNESCO Intangible Cultural Heritage, is no longer limited to paper and ink. With AI and virtual reality, this 3,000-year-old art form is now reaching global audiences 37___ innovative means.

In 2024, the "Digital Dunhuang" project introduced an AI system that can analyze ancient scripts from the Tang Dynasty ___38___ generate new works in classical styles. Once faced due to time, historical documents are being digitally restored, allowing researchers to study brushstrokes (笔画) ___39 (clearly).

The integration goes beyond ___40___ (preserve). VR installations at the Louvre in Paris let visitors "write" calligraphy mid-air ___41___(employ) motion sensors, which has sparked huge interest in Chinese culture to date among European youth.

Traditional masters also embrace innovation. Wang Wei, ___42___ works combine AI-generated patterns with hand-painted characters, recently collaborated with MIT ___43___(create) coding fonts (字体) inspired by calligraphy. He observed that technology wasn't replacing tradition, ___44___ giving the oldest art a new language to speak to the world.

China's calligraphy revolution proves that respecting cultural roots while exploring futuristic tools is ___45___(benefit) to bridging civilizations.